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EDUCATIONAL NEWS AND EDITORIAL COMMENT

CHICAGO DINNER AT ATLANTIC CITY

THE PLACE: The Breakers, One of the Headquarters Hotels.

THE DATE: February 26.

THE TIME: Six-thirty P.M.

THE GUESTS: All alumni and former students of The University of Chicago.

THE TOPIC: "War Activities of the University."

This gathering of the University family, an annual affair in connection with the meeting of the Department of Superintendence, offers an excellent opportunity for renewing acquaintances and keeping in touch with the life and progress of the University. Several faculty members will be in attendance.

You are requested to reserve tickets in advance by writing to Dean W. S. Gray, at the University, inclosing check for \$2.00. If you are unable to do this, please be sure to leave your request at the desk of The Breakers, before noon of Tuesday, the twenty-sixth.

EXPERIMENT STATIONS FOR HIGH-SCHOOL TEACHERS

Progressive teachers look upon one or more of their classes as workshops or laboratories in which they work, incidentally at least, upon their own instructional problems. An innovating method, even if partially successful, is likely to satisfy a teacher's own desire for growth more than an entirely successful standardized procedure. Deliberately breaking the crust of custom not in all, not perhaps in many, but in some of one's classes adds interest for both instructor and pupils; moreover, it assures the teacher's growth.

English composition classes offer exceptional opportunities. On pages 85 to 100 of this issue appears a modest attempt to demonstrate how any teacher of English may go to work upon a constructive study in her own field. The article undertakes to establish on the basis of concrete data a relationship between general excellence and mechanical excellence in the compositions of high-school Freshmen. The amount

of correlation found in that study is set forth as a hypothesis which needs substantiating or correcting when more data shall have been examined.

Other questions upon which similar studies might be made readily suggest themselves. For example, what is the effect of a five-minute period of preliminary thinking before a pupil begins to write? What are the effects of simple, as contrasted with elaborate, outlines? What mechanical errors and how many can high-school Freshmen detect in their own work in proofreading periods? What is the effect upon spontaneity of various kinds of topics?

The *School Review* urges high-school principals to set some of their English teachers to work upon one or more problems like these. Moreover, the editors offer to publish the data of such studies if limited to four pages.

THE UNITED STATES BOYS' WORKING RESERVE

The labor shortage brought about by the world-war is coming to be one of acute problems with which America must deal. This shortage will be the more keenly felt as spring advances and heavy demands are made upon agricultural labor in an effort to produce record crops to feed the nations at war. The national government has sensed this problem and has already set in motion machinery looking to the utilization of the full man power of the country in an effort to meet the situation. The United States Boys' Working Reserve is the organized expression of this effort. This organization is under the direction of the Department of Labor at Washington, with a national director, Mr. William E. Hall, and state directors in each of the states of the Union. These state organizations are under the jurisdiction of the state councils of defense with branch organizations in each county.

The United States Boys' Working Reserve was organized for the express purpose of aiding in the war "by guaranteeing the necessary farm help to increase agricultural production." It was clearly seen that the one great source from which to draw agricultural laborers for this emergency was from the ranks of our boys between sixteen and twenty years of age. It has been estimated that there are at least 2,000,000 of these young men in the United States who can and will qualify for this service. They are physically fit, loyal, interested in doing their part, and, most important of all, are intelligent and adaptable to emergency needs. Germany has used thousands of such boys, and the United States can match her two to one. The slogan this year is to be, "Every boy between sixteen and twenty a member of the United States Boys' Working

Reserve and every member engaged in some profitable and necessary occupation."

Last year thousands of city boys were sent to farms over the country in an effort to supply needed labor. These boys went out under unfavorable conditions of placement and supervision, without training, and for the most part without knowing anything of the demands to be made upon them in their work as farm laborers. It is surprising that so large a percentage of these boys made good. This year the Reserve expects to benefit by the more or less unorganized efforts of last season, and with a view to increasing the efficiency of the work some very interesting schemes of organization and administration have been developed. In some states intensive training camps are being established, "farm Plattsburgs," where the boys are to be brought together for from ten days' to two weeks' intensive training in the fundamentals of farm work before being sent to the farmer for actual service. After the period of training has been completed the boys are to be sent out in groups of from twenty to thirty to work in a given community under the supervision of a competent boy leader. In some cases the group is to work out from a farm camp, but in many places the boys are to live in the homes of the farmers.

Many states have not seen their way clear to establish and maintain the rather expensive training camp, preferring to carry on such training through the already-established training agencies. Such is the case in Illinois, where an effort is being made to enrol young men in preliminary training courses to be conducted in the high schools of the state. Such training courses will be of a very practical nature and are intended to introduce the city boy to many of the essentials of farm life and farm work. In this connection they will be taught to care for horses and other farm animals, and to adjust, operate, and repair common farm machinery. Such courses are intended, not only to aid in making adjustment to the actual work on the farm, but to afford a foundation for the interpretation and understanding of farm life.

The leaders of this movement have not been deluded by the belief that inexperienced city boys can be made to take the place of experienced farm hands. That is not the question. The fact of the matter is that experienced farm hands are not available and will be less and less available as time goes on. The farmer is face to face with a situation which means the utilization of a substitute. Will he accept the services of unskilled, unreliable city transients, who have been failures in every other industrial activity, or will he take his chances with an intelligent, interested, vigorous city boy who has been given a little insight into the

meaning of farm work? The chances are that the American farmer will pin his hopes to the young manhood of the country.

There is no question about the response of the American boys to the call to service at this time. Their response means an added responsibility for the schools and for those regularly trained for and engaged in the work of supervision and leadership. The boys who leave the city to assume their duties as farm laborers are for the most part unaccustomed to full personal responsibility. They are leaving the home influence and entering a new and strange home and environment, and the readjustment called for should be made only under careful supervision. In the first place this supervision should mean placement in the right kind of home. In the second place it should mean increased possibilities for efficient service. Furthermore the right kind of supervision should insure an intensive and vital educational reaction to the life in the rural community.

HALLOWE'EN AND CHORAL GROUPS

The *School Review* has recently seen no more sensible constructive suggestion for directing the surplus energies of young people at a time when youth calls to mischief than the following announcement:

To avoid the customary disorders that are apt to manifest themselves in cities, towns, and country places on Hallowe'en Night, Superintendent Hoban of Dunmore, introduced the new and novel method of observing the occasion by organizing the four high-school classes into singing groups. These groups visited the various sections of the city serenading the people. Every corner in the borough was covered, the singing starting at 7:30 and lasting until 10. The public was unstinted in its praise of the innovation.

SCHOOL MUSIC: A CHANCE TO HELP

To Principals of Secondary Grades in the Public Schools:

As a result of the study of musical talent in children and teachers the undersigned is undertaking the preparation of a report dealing with the following two questions:

1. *What shall we do in the first eight grades of the public schools to classify children for the exercises in singing on the basis of ability in singing rather than on the basis of class in the regular grade?*
2. *What are some of the means by which we can guarantee that singing in the grades shall be taught by teachers who have natural ability in singing?*

I take this informal manner of addressing those principals who believe that such adjustment is desirable and possible, and most earnestly

request the favor of a letter before March 1, stating either what their schools are doing to meet this situation or what they propose to do. Statements discouraging such effort with assigned reasons are equally desired. The aim is, not to get statistics, but rather to get a record of progress and immediate aims.

Awaiting generous co-operation by prompt response, I am

Yours in the interest of the cause,

C. E. SEASHORE

STATE UNIVERSITY OF IOWA
IOWA CITY, IOWA

WORKING ONE'S WAY AT HAYS NORMAL

Scattered throughout the country there are institutions which enable students to earn almost all, and in some cases quite all, of their "keep" while attending college. Baker University and Valparaiso, in the Middle West, immediately come to mind as examples. Announcement comes from Fort Hays Normal, Kansas, that all one needs to secure a college education is transportation to that institution. Through the department of agriculture Fort Hays says to the young people of western Kansas: "Have enough money to get on the campus. If you will farm, garden, milk cows, churn butter, raise chickens, slop pigs, peel potatoes, wash dishes, or keep bees, you can get your college education." Students may enrol under any one of nine projects: in gardening, field crops, dairy, pigs, poultry, creamery, greenhouse gardening, bees, or student's dining-hall projects. During the past year gardening has been the most popular project, by which

sixty-two students, of whom twelve are girls, earned their way through college. Garden crops were saved from the hot winds by two irrigation stations which pumped thousands of gallons of water between the rows of growing vegetables. Fifty-five acres of the campus grounds were allotted to irrigation gardening. Last year's crops, in order of extent of cultivation, were: Potatoes, sweet corn, beans, cantaloupes, tomatoes, onions, sweet potatoes, watermelons, celery, cabbage, radishes, lettuce, turnips, spinach, and pumpkins. Many persons from the surrounding towns motored to Hays and bought garden stuffs from the students.

There are no down-town boarding-houses, or boarding-houses for students of Hays Normal. The students all eat at the students' dining-hall. This project is promoted by forty-one students, who feed the students for \$3.50 per week, make their own living expenses, and have a small margin left above expenses. Owing to the need of boys in the field, this project is limited entirely to girls.

The gross production of the eight producing projects amounted during the fiscal year to \$24,627. This was produced by 124 students, making an average gross income of \$198.50 for each student. The 124 students produced \$4,263 worth of food over and above their own consumption.

TWO BITS A WEEK

Out in Phoenix, Arizona, there has been instituted a "Two-Bits a Day Club," the members of which are to buy a quarters' worth of thrift stamps every day. For a trial three men each took a hundred thrift cards, pasted one stamp on each card, and sold the entire lot before they had covered two blocks.

"Two bits," the western colloquialism for a quarter of a dollar, is a term which remains very popular. It may even be made an attractive advertisement for urging high-school pupils to become partners with the government in financing the war. Let an enterprising principal, whose pupils are not already in very large numbers buying thrift stamps, urge the formation of a two-bits a week club. Instead of doing one's bit, each pupil may be urged to do two bits. The excellence of the cause will excuse the atrocity of the pun.

Two billion dollars is a large sum! The government needs it before in the spring the anticipated third Liberty Loan is launched. More than that, every child needs to feel his partnership. Two bits to start with. Least and last begin the habit of saving. The United States is behind every other nation in the world in thrift and ahead in prodigality. We are an "easy come, easy go" people. Take advantage of the lessons of the war and the necessity of the hour. Teach thrift.

LESSONS IN COMMUNITY AND NATIONAL LIFE

The December lessons of this series, which is now being published by the United States Bureau of Education, again emphasize the underlying educational purpose of the series. In convenient, compact, and attractive form actual materials dealing with community and national life are put into the hands of the children. For example, the December lesson for upper grades and junior high school has for its subject, "How Men Have Put Heat to Work."

The lesson reviews the use of animals, wind, and water as sources of power. This is followed by accounts of Savery's pumping device, the first steam engine of 1698, Newcomen's piston engine of 1705, Humphrey Potter's automatic pumping engine, and James Watt's steam engine,

which replaced the alternating heat and cold method of earlier types by the separate condenser. Telephones and telegraph are also described as "machines for overcoming space," and their part in modern industry is emphasized. The work of women is considered with special reference to the changes caused by the transfer of production from home to factory. Under the heading "The Impersonality of Modern Life," this section of the lessons compares modern city life with the more intimate life of the small village, analyzes the large business corporation of the present day, and suggests the need of new standards of conduct and new points of contact between human beings.

For pupils in the intermediate grades of the elementary schools "inventions" is the subject taken up in the December issue. The roll of inventions is called from the simple traps and weapons of primitive men to the printing and telegraphy of today. Iron and steel are treated historically, and the modern processes are described whereby smelting is made easier and cheaper than ever before. Other lessons in this section have to do with the "effects of machinery on rural life" and "patents and inventions." Special attention is given to the farm tractor, which, besides its uses in increasing production, makes possible the movement of heavy trench guns and furnished the principle from which have been developed the famous "tanks" used by the British Army in France.

The "Lessons in Community and National Life" are sold to schools at cost by the government. In all, eight numbers of each section will be issued, one number appearing on the first of each calendar month through May. The Government Printing Office is able to furnish these texts in large quantities for school use, the cost in quantities of a thousand or more amounting to less than a cent a month for each pupil, or eight cents for the entire series.

ENLARGED EDUCATIONAL OPPORTUNITY OF THE HIGH SCHOOL

Robert J. Ale, president of the University of Maine, and president recently of the National Education Association, at the close of an address delivered last month before the New England Association of Colleges and Secondary Schools summed up the enlarged opportunity of the high school. He insisted that the high schools should:

1. Weed out the teachers of doubtful loyalty
2. Where necessary, shorten terms and change vacation periods
3. Use the plant and equipment for afternoon and evening schools
4. In manual training and vocational departments, make useful products
5. Provide short courses in certain subjects

6. Emphasize the study of French and Spanish rather than German
7. Teach history and government so as to emphasize our relations to English-speaking and democratic peoples
8. Teach a larger faith so as to reduce credulity
9. Give a right perspective on the origin and development of knowledge and culture

ANALYTICAL REPORTS OF THE CHARACTERISTICS OF HIGH-SCHOOL PUPILS

The University High Schools of the University of Minnesota and the University of Chicago are using forms for detailed reports on the habits of work, abilities, and special traits of individual pupils. These are filled out by each teacher for all pupils to whom he is giving instruction. Copies of these forms are given below.

UNIVERSITY OF MINNESOTA HIGH SCHOOL

	0	1	2	3	4	5
1. Accuracy						
2. Candor						
3. Capacity to attend						
4. Cheerfulness						
5. Co-operation						
6. Courtesy						
7. Courage						
8. Endurance						
9. Honesty						
10. Improvement						
11. Industry						
12. Leadership						
13. Loyalty						
14. Originality						
15. Persistence						
16. Poise						
17. Punctuality						
18. Pride in work						
19. Self-confidence						
20. Sincerity						
21. Sympathy						
22. System						
23. Tact						
24. General intelligence						

(ON REVERSE SIDE OF CARD)

Please grade on the 24 characteristics listed on the reverse side of this card. The grade should be made on a basis of five points. If the person appears to you as average, i.e., as possessing the characteristic as you would expect it to appear in 50 persons out of 100, give a grade of 3. Give a grade of 5 only when the person possesses the characteristic in so high a degree

as you expect it in 5 persons out of 100. Use 1 to indicate the other extreme, and 2 and 4 for degrees of the characteristics between the average and the extremes. Place a grade opposite each characteristic in the column marked "o."

UNIVERSITY OF CHICAGO HIGH SCHOOL

PUPIL.....COURSE.....

TEACHER.....DATE.....

	Grade	Remarks
*Preparation for course.....		
Specific defects.....		
*Attitude toward work.....		
*Deportment.....		
*Habits of work.....		
*Ability.....		
Marked mental traits.....		
Other traits.....		
*Quality of work.....		
Special help given pupil.....		
Suggestions for improvement.....		
Any additional facts.....		

*Grade items starred in figures from 100 to 0, using only multiples of 5. As in the regular system of grading, marks 60 to 100 indicate satisfaction.

The terms describing "Marked mental traits" should be selected from the following, to which may be added under "Remarks" any further details desired: slow, quick; analytic, erratic; inquisitive, eager, phlegmatic; independent, dependent; imaginative, prosaic; logical, flighty; accurate, inaccurate.

The terms describing "Other traits" should be selected from the following, to which may be added under "Remarks" any further details desired: Courteous, discourteous; self-confident, diffident; sincere, insincere; persistent, not persistent; cheerful, not cheerful; honest, dishonest; well-poised, not well-poised; loyal, disloyal; candid, not candid; quiet, restless; courageous, timid; tactful, tactless; mature, immature; sympathetic, unsympathetic; reliable, unreliable.

The Minnesota form is concerned chiefly with those traits which have to do with the pupil's attitude and habits of work. It would seem that the teacher would find difficulty in rating each pupil, even approximately, in some of these respects.

The Chicago form is more comprehensive and asks only for the outstanding traits which the pupil is likely to reveal to the discriminating teacher. The categories of adjectives suggested in this form have been derived empirically by selecting the different adjectives actually used by teachers in a set of reports made at the end of the seventh week of the school year, and seem to be comprehensive. The space for remarks gives opportunity for further descriptive details which are frequently found necessary in describing adequately these traits.

The usual semester or term reports give little if any more information than the grade and number of absences for the period covered. Such

detailed reports as these, if made early in the year, after the teacher has had sufficient time to estimate the qualities of the pupil, may be valuable in several ways. The analytic attitude of the teacher, required for the proper filling out of the report, should give a better understanding of the pupil's need, and should cause the teacher to adapt his methods to secure better results for the pupil. These reports, assembled and filed in the office, are made available for all teachers for comparison of the estimates of their pupils with those of other teachers. The principal finds these reports valuable for purposes of diagnosis and as a basis for advice to pupils and parents about the school work.

AN HONOR CLUB

Superintendent F. E. Lurton, of East Grand Forks, Minnesota, writes of the organization of an "Honor Club," intended to give fitting recognition for special merit, industry, and attainment of high-school pupils in lines of effort for which no regular credits are awarded. The club is organized simply after the model of Phi Beta Kappa in colleges, except that the officers selected are the three students who hold the highest number of honor points. The officers, or any one of them, may change at any time whenever other members of the club attain a higher number of points.

The list of articles for which "points" are given can be made widely variable to suit the interests and environment of the school using this system. Those in East Grand Forks are classified and listed below. The number of "points" attached to each is determined by the relative time and effort required by that particular bit of work. Opinion may easily differ as to the values here assigned.

CLASS "A"—EDUCATIONAL

1. Participating in the Masee Gold Medal Contest	5
2. Winning said contest, extra	5
3. Winning the silver medal, extra	2
4. Winning the bronze medal, extra	1
5. Being on "Honor Roll" (90 per cent in all studies) each time	1
6. Being on the "Honor Roll" all the year, extra	5
7. Passing a full-credit subject with 90 per cent or more	4
8. Passing a half-credit subject with 90 per cent or more	2
9. Each extra credit at graduation, in four years' time	4
10. Participating in inter-school debate	3
11. Attendance at night school, forty nights	5
12. Attendance at short course, 90 per cent of time	5

13. Extra home reading, each year	1 to 8
14. Literary society work, each year	1 to 8
15. Glee club each year, if not for regular credit	5
16. Orchestra work, each year, if not for regular credit	5
17. Valedictory	5
18. Salutatory	4
19. Other commencement parts	3
20. Work in musical appreciation, if not for regular credit	5
21. Work in extemporaneous speaking, each year	1 to 8
22. Parts in a class play	4
23. Parts in other school plays	1 to 5
24. Editorial board of school annual	3 to 7
25. Participation in inter-school declamatory contest	6
26. Score 85 per cent in bread-baking contest	5
27. Winning a state prize in the State Pig Club	12
28. Winning a prize in the State Potato Club	9
29. Winning a prize in the Corn Club	8
30. Winning a prize in the State Poultry Club	12
31. Winning first place in the Home Garden Club	9
32. Winning first prize in the annual calf show	9
33. Highest number credits on State H.S.B. certificate, 4 years	10
34. Taking part in discussion contest	3
35. Winning the discussion contest, extra	3
36. Winning pennant award in typewriting	3
37. Winning card-case award in typewriting	5
38. Winning gold-medal award in typewriting	10
39. Special spelling work, each year	1 to 8
40. Special penmanship work, each year	1 to 8
41. Participating in "independent" contest	5
42. Winning medal in "independent" contest, extra	2
43. Work on "general information" or current events, each year	1 to 8

CLASS "B"—ATHLETICS

1. Participating in inter-school football game	1
2. Participating in inter-school basket-ball game	1
3. Winning athletic letter	4
4. Winning athletic letter with championship team, extra	4
5. Playing in 75 per cent of inter-class games, each year	5
6. Winning any field event, each year	4

CLASS "C"—GENERAL

1. President, Freshman class	2
2. President, Sophomore class	3
3. President, Junior class	4
4. President, Senior class	5

5. Vice-president, any class	1
6. Secretary-treasurer, any class	2
7. Winning a certificate of perfect attendance, each year	6
8. Weekly deposits, with no withdrawals, each year, in school bank	5
9. Largest deposit, no withdrawals, each year	8
10. Average yearly deportment, 98 per cent or better, each year	6

THE PATRIOTIC SERVICE LEAGUE OF INDIANA

The educational section of the Indiana State Council of Defense, of which J. J. Pettijohn is secretary, has instituted the Indiana High School Patriotic Service League. Briefly the plans and purposes are:

1. Direction of all war service of pupils through the officers of a high-school council of defense with committees on employment and contributions.

2. Co-ordination of all war-service activities in the schools, so that conflicting demands on the time and energy of the children may be avoided.

3. Adjustment of curricula, school terms, and vacations, so that the maximum of industrial work may be done with a minimum of interference in the essentials of that education which safeguards the future of the nation.

4. Inculcation of patriotism through constructive service and systematic study of patriotic literature.

It is important to make clear that the machinery of the Patriotic Service League is not an additional organization imposed from without, but a device for co-ordinating the war service already in existence and for regulating the demands on school children. It is an attempt to give direction and effectiveness to present and future school activities in war time.

Each high school in the state is asked to organize a high-school council of defense to co-operate with the educational sections of the county and state councils of defense in carrying out a school program for definite, active, and patriotic voluntary service. Of each local council the motto is to be: "Help Our Country *Now*." As a means of realizing at once this splendid watchword, it is proposed that in every council a committee on program shall arrange for regular and special meetings for the study and discussion of lessons on constructive patriotism, emphasized as unselfish action and devoted service.

A committee on employment shall make a survey of the schools' labor supply and the community's need in order to bring about helpful

co-operation. This committee shall include in its membership representative citizens such as the county superintendent, the county agent, the vocational director, farmers, merchants, and others who may be able to make its work more effective. It is essential that the chief work of determining the labor demand be done by citizens outside of the school organization.

A committee on finance shall investigate and propose a system of earning and saving by the students individually and by the school collectively. It shall make recommendations as to methods of raising money and expending it wisely from the standpoint of national service. It shall have general oversight of whatever funds the council may create, and shall provide for auditing the books of the treasurer.

Underlying the entire program are three very sensible principles: first, that so far as possible war activities of high-school students shall be voluntary, self-organized, and directed; secondly, that the schools shall be protected from ill-advised schemes and that their various activities shall be co-ordinated; thirdly, that school officials shall have initial and final authority in any war service which proposes to utilize the time and energy of the students.

As pointing toward the correlation of activities the Service League endeavors to accomplish, Secretary Pettijohn urges:

The principal of the high school as a local representative of the United States Boys' Working Reserve should be the guiding authority in the work of the Employment Committee of the High School Council of Defense and be an active member of any citizens' committee which undertakes to survey the demand for labor in the community, in order:

1. To direct the call for student help on farm, in store, or in factory
2. To decide what boys and girls may profitably undertake outside work
3. To decide when, where, and how long students may work during the school day
4. To provide for reports on work done, to keep record of job, pay, and conditions of work whenever possible
5. To balance work, study, and recreation; so that
 - a) The work may be efficient and valuable
 - b) The study will not be unnecessarily sacrificed
 - c) The recreation may be sufficient to preserve the health and efficiency of the student

The school officials shall request that calls upon students shall be made through the principal and his assistants, including the Committee on Employment of the High-School Council of Defense. Calls coming from outside organizations directly to the students tend to lower school discipline and student morale.